

General Outcome 3



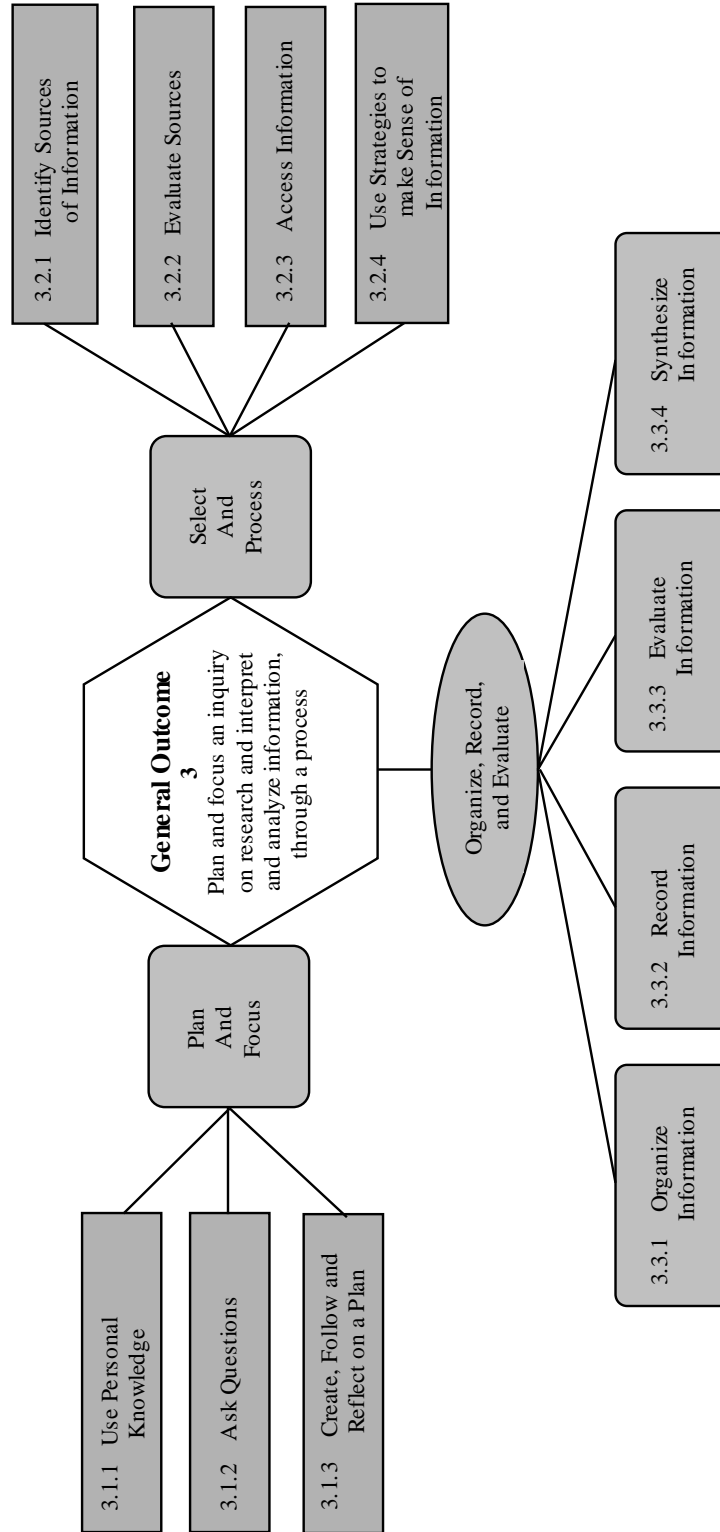
Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Managing ideas and information is important in the home, workplace, and community to fulfill responsibilities and achieve personal growth and satisfaction. Students need to know how to use tools, skills, and strategies effectively to manage the volume of information available.

Through the inquiry or research process, students satisfy their natural curiosity and develop skills and strategies for lifelong learning.

inquiry, and gather and evaluate information for specific purposes. They also learn to manage time, meet deadlines, explore personal questions, and discover additional areas for investigation.

Students enhance their ability to manage ideas and information by encouraging, supporting, and working with others. They use exploratory language to focus their inquiry or research and to determine the kinds and amounts of information needed to accomplish their purposes, both artistic and functional. Students learn to interpret and analyze texts, considering factors such as author, purpose, audience, and source. Students communicate ideas and information more effectively when they select forms and conventions appropriate to specific purposes, content, and audiences. Use of technology also enhances students' opportunities to access, create, and communicate ideas and information.



General Outcome:

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

K Specific Outcome 3.1.1

Discuss personal knowledge of a topic in own and group inquiry

General Example(s)

•Conversations, before and after, guided discussions, illustrations, paintings, sculptures, dances, mimes, role plays, reflections, brainstorming sessions, sharing circles, Think-Pair-Share (TPS), picture and word splashes, daily news charts science discovery tables, ...

1 Specific Outcome 3.1.1

Discuss personal knowledge of a topic to discover information needs in own and group inquiry

General Example(s)

•Conversations, before and after, guided discussions, illustrations, paintings, sculptures, dances, mimes, role plays, reflections, brainstorming sessions, sharing circles, Think-Pair-Share (TPS), discussion webs, Know-Want to Know-What I Learned (KWL) charts, picture and word splashes daily news charts, science discovery tables, charts, ...

Specific Outcome Links

•See Organize Information (3.3.1) for list of graphic organizers

Use Personal Knowledge

2 Specific Outcome 3.1.1

Record personal knowledge of a topic to identify information needs in own and group inquiry

General Example(s)

- Conversations, before and after, guided discussions, illustrations, paintings, sculptures, dances, mimes, role plays, reflections, journals, learning logs, sharing circles, Think-Pair-Share (TPS), discussion webs, Know-Want to Know-What I Learned (KWL) chart, picture and word splashes, daily news charts, science discovery tables, charts, ...

Specific Outcome Links

- See Organize Information (3.3.1) for list of graphic organizers

3 Specific Outcome 3.1.1

Use self-questioning to determine personal knowledge of a topic and identify information needs in own and group inquiry

General Example(s)

- Conversations, before and after, guided discussions, illustrations, paintings, sculptures, dances, mimes, role plays, reflections, journals, learning logs, sharing circles, Think-Pair-Share (TPS), discussion webs, Know-Want to Know-What I Learned (KWL) chart, picture and word splash, current event charts, science discovery tables, charts, inquiry notebooks, ...

Specific Outcome Links

- See Organize Information (3.3.1) for list of graphic organizers

General Outcome:

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Kindergarten Specific Outcome 3.1.1

Discuss personal knowledge of a topic in own and group inquiry

Grade 1 Specific Outcome 3.1.1

Discuss personal knowledge of a topic to discover information needs in own and group inquiry

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Kindergarten the student ...

3.1.1 a. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

3.1.1 b. **Begins to talk about personal knowledge and experiences of topic being discussed through oral, print, and other media texts**

May say, "I drew the bear that my Dad shot. It is a brown bear, but the one in our story is a polar bear." "Yesterday we were looking at those bear pictures, well, I have a story to tell about when my Dad shot a bear."

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student ...

3.1.1 a. **Discusses personal knowledge and experiences of topic being discussed through oral, print and media texts**

May say, "This is a story book about bears and this book is bear facts, not stories."

3.1.1 b. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

3.1.1 c. **Begins to identify missing information in personal knowledge**

May say, "I don't know anything about what moose eat. I need a partner to talk or research that with me."

3.1.1 d. **Begins to categorize personal knowledge of a topic**

graphic organizers (Organize Information 3.3.1), organizational frames, clustering, ...

3.1.1 e. **Begins to identify inaccuracies in personal knowledge**

May say, "I thought that moose ate the same as caribou, but my partner doesn't think so. We need to talk to a hunter."

Use Personal Knowledge

Grade 2 Specific Outcome 3.1.1

Record personal knowledge of a topic to identify information needs in own and group inquiry

Grade 3 Specific Outcome 3.1.1

Use self-questioning to determine personal knowledge of a topic and identify information needs in own and group inquiry

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student ...

3.1.1 a. *Records personal knowledge of topic being discussed through oral, print, and other media texts*

3.1.1 b. *Identifies missing information in personal knowledge*

May say, "On my KWL chart, I wrote that I need to find out about the moose's habitat. That means I need to use some information books instead of stories."

3.1.1 c. *Identifies inaccuracies in personal knowledge*

May say, "On my KWL chart I wrote that moose are smaller than caribou, but after seeing that video I have to change my information."

3.1.1 d. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

3.1.1 e. *Begins to organize personal knowledge of a topic explored in oral, print, and other media texts*

graphic organizers (Organize Information 3.3.1), stories, narrative texts, expository texts, science experiments, graphs, surveys, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 3 the student ...

3.1.1 a. *Provides fact and opinions, main ideas, details, and descriptions of personal knowledge of a topic*

May say, "A polar bear hibernates. A polar bear's cubs are born in their snow den. A brown bear can't hibernate in a snow den; maybe it goes into a cave."

3.1.1 b. *Organizes personal knowledge of a topic being discussed through oral, print, and other media texts*

graphic organizers Organize Information (3.3.1), stories, narrative texts, expository texts, science experiments, graphs, surveys, ...

3.1.1 c. *Uses self-questioning to focus information needs*

May say, "I need to find out more about..." "I wonder why/how ..."

General Outcome:

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

K Specific Outcome 3.1.2

Ask questions to satisfy personal curiosity and information needs in own and group inquiry

General Example(s)

- Conversations, brainstorming, prompted questions, think-alouds, peer and teacher conferences, classroom question box, ...

1 Specific Outcome 3.1.2

Ask questions to satisfy personal curiosity on a topic and discuss information needs in own and group inquiry

General Example(s)

- Conversations, brainstorming, prompted questions, think-alouds, peer and teacher conferences, classroom question box, I Wonder chart, Who- What- Where- When- Why- How (5W's + H), journals, ...

Ask Questions

2 Specific Outcome 3.1.2

Ask questions to understand a topic and identify information needs in own and group inquiry

General Example(s)

- Conversations, brainstorming, prompted questions, think-alouds, peer and teacher conferences, classroom question box, I wonder chart, Who- What- Where- When- Why (5W's) web, Who- What- Where- When- Why- How (5W's + H), journals, reflection logs, 20 Questions game, I Wonder..., I Learned..., T-charts, Know-Want to Know-What I Learned (KWL), graphic organizers , ...

3 Specific Outcome 3.1.2

Ask topic-appropriate questions to identify information needs in own and group inquiry

General Example(s)

- Conversations, brainstorming, guided questions, think-alouds, peer and teacher conferences, classroom question box, I wonder chart, Who- What- Where- When- Why (5W's) web, Who- What- Where- When- Why- How (5W's + H), journals, learning logs, 20 Questions game, I Wonder..., I Learned..., T-charts, Know-Want to Know-What I Learned (KWL), graphic organizers, ...

General Outcome:

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Kindergarten Specific Outcome 3.1.2

Ask questions to satisfy personal curiosity and information needs in own and group inquiry

Grade 1 Specific Outcome 3.1.2

Ask questions to satisfy personal curiosity on a topic and discuss information needs in own and group inquiry

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Kindergarten the student ...

- 3.1.2 a. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**
- 3.1.2 b. *Begins to ask questions to satisfy curiosity*
- 3.1.2 c. *Begins to asks questions to satisfy information needs*

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student ...

- 3.1.2 a. *Asks questions to satisfy curiosity*
- 3.1.2 b. *Asks questions to satisfy information needs*
- 3.1.2 c. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**
- 3.1.2 d. *Begins to ask questions for clarification*
- 3.1.2 e. *Begins to ask questions for extension*
- 3.1.2 f. *Begins to ask open ended questions*
How? Why?

Ask Questions

Grade 2 Specific Outcome 3.1.2

Ask questions to understand a topic and identify information needs in own and group inquiry

Grade 3 Specific Outcome 3.1.2

Ask topic-appropriate questions to identify information needs in own and group inquiry

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student ...

- 3.1.2 a. *Asks questions for clarification*

- 3.1.2 b. *Asks open ended questions*
How? Why? Describe? Explain?

- 3.1.2 c. *Asks questions that lead to exploration and investigation*

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 3 the student ...

- 3.1.2 a. *Refines questions for clarification*

- 3.1.2 b. *Refines questions that lead to exploration and investigation*

- 3.1.2 c. *Refines open-ended questions (general questions)*

- 3.1.2 d. *Refines questions to acquire specific information*

General Outcome:

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

K Specific Outcome 3.1.3

Choose different ways to gather information and ideas for own and group inquiry

General Example(s)

Questions, books (narrative text, expository texts), environmental print, experts, peers, TV, library, experiments, field trips, ...

Specific Outcome Links

See Ask Questions (3.1.2)

1 Specific Outcome 3.1.3

Listen actively and follow directions for gathering information for own and group inquiry

General Example(s)

•Questions, books (narrative text, expository texts), environmental print, experts, peers, TV, library, experiments, field trips, recipes, reflections, journals, Internet, CD Rom, ...

Specific Outcome Links

See Ask Questions (3.1.2)

Create , Follow, and Reflect on a Plan

2 Specific Outcome 3.1.3

Recall and follow directions for accessing and gathering information for own and group inquiry

General Example(s)

Questions, books(narrative text, expository texts), environmental print, experts, peers, TV, library, experiments, field trips, recipes, word problems, reflections, journals, Internet, CD Rom, ...

Specific Outcome Links

See Identify Sources of Information (3.2.1), Evaluate Sources (3.2.2), Access Information (3.2.3), Use Strategies to make Make Sense of Information (3.2.4), Organize Information (3.3.1), Record Information (3.3.2), Evaluate Information (3.3.3), and Synthesize Information(3.3.4)

3 Specific Outcome 3.1.3

Recall and follow a sequential plan for accessing and gathering information for own and group inquiry

General Example(s)

•Questions, books (narrative text, expository texts), environmental print, experts, others, TV, library, experiments, field trips, recipes, word problems, reflections, journals, exit slips, Internet, CD Rom, ...

Specific Outcome Links

See Identify Sources of Information (3.2.1), Evaluate Sources (3.2.2), Access Information (3.2.3), Use Strategies to make Make Sense of Information (3.2.4), Organize Information (3.3.1), Record Information (3.3.2), Evaluate Information (3.3.3), and Synthesize Information(3.3.4)

General Outcome:

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

<p>Kindergarten Specific Outcome 3.1.3</p> <p>Choose different ways to gather information and ideas for own and group inquiry</p>	<p>Grade 1 Specific Outcome 3.1.3</p> <p>Listen actively and follow directions for gathering information for own and group inquiry</p>
<p style="text-align: center;">Learning Outcomes & Corresponding Illustrative Example(s)</p> <p>By the end of Kindergarten the student ...</p> <p>3.1.3 a. ** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.</p> <p>3.1.3 b. Begins to experiment with a variety of ways to gather information and ideas, through guided practice</p> <p><i>Conversations, group, class and partner research, picture cues, ...</i></p> <p><i>strategies: brainstorming, discussing, retelling/recalling, sorting, categorizing, journaling, comparing and contrasting, connecting/linking, organizing, planning, charting, self-assesing, visualizing, ...</i></p> <p>3.1.3 c. Begins to experiment with a variety of ways to record information, through guided practice</p> <p><i>Diagrams, scribbles, letters, key words, lists, cut and paste illustrations,</i></p> <p><i>graphic organizers: journals, lists, pictographs, picture maps, T-charts, ...</i></p> <p>3.1.3 d. Begins to make a plan for an inquiry</p> <p>an inquiry: guided research and a representation</p> <p><i>Conversations, pictures, sculptures, paintings, dances, lists, stories, music, drama, ...</i></p> <p><i>May say, "When we find out where beavers live, we will build a dam like theirs."</i></p>	<p style="text-align: center;">Learning Outcomes & Corresponding Illustrative Example(s)</p> <p>By the end of Grade 1 the student ...</p> <p>3.1.3 a. Identifies a purpose and audience</p> <p><i>May say, "I am making a card for my Grandmother's birthday."</i></p> <p>3.1.3 b. Experiments with a variety of strategies to gather information and ideas, through guided practice</p> <p><i>Conversations, brainstorming, task charts, webs, picture graphs, key words and icons, primary sources, questioning, Know-Want to Know-Learned (KWL), Reading and Analyzing Nonfiction (RAN), scientific process, ...</i></p> <p><i>strategies: brainstorming, discussing, conferencing, retelling/recalling, sorting, categorizing, journaling, comparing and contrasting, connecting/linking, organizing, planning, charting, self-assessing, visualizing, describing, sequencing, questioning, mapping, webbing, clustering, patterning, graphing, ...</i></p> <p>3.1.3 c. Experiments with a variety of ways to record information, through guided practice</p> <p><i>Diagrams, scribbles, letters, key words, lists, cut and paste illustrations, math equations, ...</i></p> <p><i>graphic organizers: journals, lists, pictographs, picture maps, T-charts, webs, graphs, same and different charts, observation charts, maps, sequence maps, character maps, comparison charts, mind maps and clusters, KWL (Know-Want to know-Learned), 5 Ws + H (Who-What-Where-When-Why-How), BDA (Before-During-After), think bubbles, ...</i></p> <p>3.1.3 d. Makes a plan for an inquiry, based on familiar form</p> <p>an inquiry: guided research to answer a question or need, and a representation</p> <p><i>Conversations, pictures, sculptures, paintings, dances, lists, stories, music, drama, reports, presentations, sharing circles, models...</i></p> <p><i>May say, "We want to know what a beaver's habitat is like inside; after we do our research, we will try to build a real dam by following our steps."</i></p>

Create , Follow, and Reflect on a Plan

Grade 2 Specific Outcome 3.1.3

Recall and follow directions for accessing and gathering information for own and group inquiry

Grade 3 Specific Outcome 3.1.3

Recall and follow a sequential plan for accessing and gathering information for own and group inquiry

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student ...

3.1.3 a. Identifies a purpose and audience

May say, "We want to prepare a play for the Preschoolers class about safety."

3.1.3 b. Uses a plan for an inquiry: guided research to answer a question or need, and a representation

Conversations, pictures, sculptures, paintings, dances, lists, stories, music, drama, reports, presentations, sharing circles, models...

May say, "We cannot follow the same plan as before, because this time we want to ask the Renewable Officers to help us; maybe they will have a model of a dam and we will not have to build one. But, if we have to show this to the class, we might have to build one so that the roof comes off and they can see inside."

3.1.3 c. Follows a time line for completing specific steps within an inquiry project

teacher directed, student directed, or group directed

May say, "Today, we are supposed to find a book and a picture of a beaver dam, because tomorrow, we will start to collect our materials to build one. Let's try to figure out how long it will take us to build one."

3.1.3 d. Experiments with a variety of forms of expression to connect purpose and audience

stories, photo collections, pictures and videos of shared class experiences, string/hand games, invitations, surveys/interviews, centres, preparing a skit/song for an assembly, model story forms, illustrations, dancing, drumming, paintings, using puppets for retelling, role playing, journals, Readers' Theatre, poetry, Story Circles, ...

identifying an audience, setting a purpose, linking a form of expression, ...

See Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)

3.1.3 e. ** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 3 the student ...

3.1.3 a. Identifies a purpose and audience

May say, "I'm presenting at the Science Fair."

3.1.3 b. Chooses from a predetermined list of strategies to access and gather information

See Identify Sources of Information (3.2.1), Evaluate Sources (3.2.2), and Access Information (3.2.3)

strategies: brainstorming, discussing, conferencing, interviewing, retelling/recalling, sorting, categorizing, journaling, comparing and contrasting, connecting/linking, organizing, planning, charting, self-assessing, visualizing, describing, sequencing, questioning, mapping, webbing, clustering, patterning, graphing, organizing, inquiring, observing, predicting, processing (logs), summarizing, interpreting, reflecting, note making, comprehending,

May say, "By Tuesday, identify sources, by Thursday, have information recorded in graphic organizer." "I will use two classes to search the Internet for information, then another class to look in the library, and then I'll take another day to review my notes and see what other information I need."

3.1.3 c. Chooses from a predetermined list of ways to record information

See Identify Sources of Information (3.2.1), and Record Information (3.3.2)

graphic organizers: journals, lists, picture maps, T-charts, webs, graphs, same and different charts, observation charts, maps, sequence maps, character maps, charts/comparison charts, mind maps and clusters, KWL (Know-Want to know-Learned), 5 Ws + H (Who-What-Where-When-Why-How), BDA (Before-During-After), think bubbles, bar graphs, timelines, Venn diagrams, chains, cycles, sequence circles, learning logs/reflection logs, inquiry notebooks, concept frames, flow chart, story maps, plot diagrams, word maps, pyramids, KWHLAQ (Know-Want to Know-How to find out-What I learned-Applied learnings-Next questions), KWPL (Know-Want to know-Predict-Learned), Prediction frames, Slim Jims, Process Notes, Plus-Minus-Interesting (PMI), Jot charts, outlines, information comic strips, Two Column Notes, paragraphs, think alouds, bibliographies, information flip books, ...

General Outcome:

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

<p>Kindergarten Specific Outcome 3.1.3</p> <p>Choose different ways to gather information and ideas for own and group inquiry</p>	<p>Grade 1 Specific Outcome 3.1.3</p> <p>Listen actively and follow directions for gathering information for own and group inquiry</p>
<p>Learning Outcomes & Corresponding Illustrative Example(s)</p> <p>By the end of Kindergarten the student ...</p> <p>3.1.3 e. <i>Begins to talk about the connection between form of expression, purpose, and audience</i></p> <p><i>experience chart stories, photo collections, pictures and videos of shared class experiences, string/hand games, dancing, painting, role playing, letters to thank the Co-op, taking orders at the restaurant centre, making appointments at the hairdressing centre, preparing a skit/song for an assembly,...</i></p> <p><i>identifying an audience, setting a purpose, linking a form of expression, ...</i></p> <p><i>May say, "We could draw a poster to invite our families to our party or we could send out e-mails."</i></p> <p><i>See Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)</i></p>	<p>Learning Outcomes & Corresponding Illustrative Example(s)</p> <p>By the end of Grade 1 the student ...</p> <p>3.1.3 e. <i>Talks about the connection between form of expression and purpose</i></p> <p><i>experience chart stories, photo collections, pictures and videos of shared class experiences, string/hand games, letters to thank the Co-op, taking orders at the restaurant centre, making appointments at the hairdressing centre, preparing a skit/song for an assembly, pattern stories, illustrations, dancing, paintings, using puppets for retelling, role playing, journals, Readers' Theatre, Story Circles, ...</i></p> <p><i>identifying an audience, setting a purpose, linking a form of expression, ...</i></p> <p>3.1.3 f. <i>Experiments with a variety of forms of expression to connect purpose and audience</i></p> <p><i>stories, photo collections, pictures and videos of shared class experiences, string/hand games, invitations, centres, preparing a skit/song for an assembly, model story forms, illustrations, dancing, drumming, paintings, using puppets for retelling, role playing, journals, Readers' Theatre, poetry, Story Circles, ...</i></p> <p><i>identifying an audience, setting a purpose, linking a form of expression, ...</i></p> <p><i>See Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)</i></p> <p>3.1.3 g. <i>** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.</i></p> <p>3.1.3 h. <i>Begins to follow a time line for completing specific steps within an inquiry project</i></p> <p><i>teacher directed, student directed, or group directed</i></p> <p><i>May say, "Today, we are supposed to find a book and a picture of a beaver dam, because tomorrow, we will start to collect our materials to build one."</i></p>

Create , Follow, and Reflect on a Plan

Grade 2 Specific Outcome 3.1.3

Recall and follow directions for accessing and gathering information for own and group inquiry

Grade 3 Specific Outcome 3.1.3

Recall and follow a sequential plan for accessing and gathering information for own and group inquiry

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student ...

3.1.3 f. Begins to choose from a predetermined list of strategies for accessing and gathering information

See Identify Sources of Information (3.2.1)

strategies: brainstorming, talking/discussing, conferencing, interviewing, retelling/recalling, sorting, categorizing, journaling, comparing and contrasting, connecting/linking, organizing, planning, charting, self-assessing, visualizing, describing, sequencing, questioning, mapping, webbing, clustering, patterning, graphing, inquiring, observing, ...

3.1.3 g. Begins to choose from a predetermined list of ways to record information

See Identify Sources of Information (3.2.1), and Record Information (3.3.2)

Diagrams, math equations, ...

graphic organizers: journals, lists, pictographs, picture maps, T-charts, webs, graphs, same and different charts, observation charts, maps, sequence maps, character maps, charts/comparison charts, mind maps and clusters, KWL (Know-Want to know-Learned), 5 Ws + H (Who-What-Where-When-Why-How), BDA (Before-During-After), think bubbles, bar graphs, timelines, Venn diagrams, chains, cycles, ...

3.1.3 h. Begins to record information using the selected method

See Identify Sources of Information (3.2.1), and Record Information (3.3.2)

May say, "When we talk to the Regional Biologist, we will record her words and information in our log book, but in a T-chart beside our questions. Let's also prepare a graph, about the different kinds of bugs we have here, to fill with her."

3.1.3 i. Begins to reflect on choice of strategies and method for accessing and recording information

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 3 the student ...

3.1.3 d. Records information using the selected method

See Identify Sources of Information (3.2.1), and Record Information (3.3.2)

May say, "When we talk to the Regional Biologist, we will record her words and information in our log book, but in a T-chart beside our questions. Let's also prepare a graph, about the different kinds of bugs we have here, to fill with her."

3.1.3 e. Uses appropriate forms of expression to connect purpose and audience

experience chart stories, photo collections, pictures and videos of shared class experiences, string/hand games, invitations, surveys/interviews, centres, preparing a skit/song for an assembly, narrative stories, illustrations, dancing, drumming, paintings, murals, using puppets for retelling, role playing, journals, Readers' Theatre, poetry, Story Circles, ads, newspaper articles, comic strips, reports, maps, graphs, science experiments, ...

identifying an audience, setting a purpose, linking a form of expression, ...

See Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)

3.1.3 f. Reflects on choice of strategies and method for accessing and recording information

3.1.3 g. ** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.

3.1.3 h. Begins to adapt a plan for an inquiry: guided research to answer a question or need, and a representation

Conversations, pictures, sculptures, paintings, dances, lists, stories, music, drama, reports, presentations, sharing circles, models...

May say, "We cannot follow the same plan as we did for our last project, because this time we want to ask the Renewable Officers to come and help us; maybe they will have a model of a dam and we will not have to do the building of one. But, if we have to show this to the class, we might have to build one so that the roof comes off and they can see inside."

General Outcome:

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Kindergarten Specific Outcome 3.1.3

Choose different ways to gather information and ideas for own and group inquiry

Grade 1 Specific Outcome 3.1.3

Listen actively and follow directions for gathering information for own and group inquiry

**Learning Outcomes &
Corresponding Illustrative Example(s)**

By the end of Kindergarten the student ...

3.1.3 . *Information is on previous page(s)*

**Learning Outcomes &
Corresponding Illustrative Example(s)**

By the end of Grade 1 the student ...

3.1.3 . *Information is on previous page(s)*

Create , Follow, and Reflect on a Plan

Grade 2 Specific Outcome 3.1.3

Recall and follow directions for accessing and gathering information for own and group inquiry

Grade 3 Specific Outcome 3.1.3

Recall and follow a sequential plan for accessing and gathering information for own and group inquiry

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student ...

3.1.3 . *Information is on previous page(s)*

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 3 the student ...

3.1.3 i. *Begins to adapt a time line for completing specific steps within an inquiry project*

teacher directed, student directed, or group directed

May say, "We were not able to do book our interview on Thursday; so we are going to use one of our research days next week to do the interview. When we are supposed to be interviewing, we will be doing Internet searches instead."

General Outcome:

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

K Specific Outcome 3.2.1

Identify self and others as sources of information

General Example(s)

- Conversations, brainstorm sessions, dramatizations, draw and discuss, sketch and share, show and tell presentations, sharing circles, Think-Pair-Share (TPS), reading circles, centres, ...

- People, home, peers, teachers, librarians, story tellers, experts (trappers, elders, etc.), community, objects, artifacts, natural habitats, maps, charts, graphs, signs, books (narrative texts, expository texts), photographs, illustrations, videos, TV, audio tapes, field trips, ...

Primary (experiential or first-hand accounts of event) and Secondary Sources (second-hand accounts of event or information)

Specific Outcome Links

See Evaluate Sources (3.2.2), Access Information (3.2.3), Use Strategies to make Make Sense of Information (3.2.4), Organize Information (3.3.1), Record Information (3.3.2), and Evaluate Information (3.3.3)

1 Specific Outcome 3.2.1

Seek information about a topic from sources (including peers)

General Example(s)

- Conversations, brainstorm sessions, dramatizations, draw and discuss, sketch and share, show and tell presentations, sharing circles, Think-Pair-Share (TPS), reading circles, centres, ...

- People, home, peers, teachers, librarians, story tellers, experts (trappers, elders, etc.), community, objects, artifacts, natural habitats, maps, charts, graphs, signs, books (narrative texts, expository texts), photographs, illustrations, videos, TV, audio tapes, field trips, newspapers, magazines, Internet sites, interviews, CD Roms, ...

Primary (experiential or first-hand accounts of event) and Secondary Sources (second-hand accounts of event or information)

Specific Outcome Links

See Evaluate Sources (3.2.2), Access Information (3.2.3), Use Strategies to make Make Sense of Information (3.2.4), Organize Information (3.3.1), Record Information (3.3.2), and Evaluate Information (3.3.3)

Identify Sources of Information

2 Specific Outcome 3.2.1

Select relevant information from a variety of sources to answer inquiry or research questions

General Example(s)

- People, home, peers, teachers, librarians, story tellers, experts (trappers, elders, etc.), community, objects, artifacts, natural habitats, maps, charts, graphs, signs, books (narrative texts, expository texts), photographs, illustrations, videos, TV, audio tapes, field trips, newspapers, magazines, Internet sites, interviews, CD Roms, various multimedia, ...

Primary (experiential or first-hand accounts of event) and Secondary Sources (second-hand accounts of event or information)

Specific Outcome Links

See Evaluate Sources (3.2.2), Access Information (3.2.3), Use Strategies to make Make Sense of Information (3.2.4), Organize Information (3.3.1), Record Information (3.3.2), and Evaluate Information (3.3.3)

3 Specific Outcome 3.2.1

Use relevant information from a variety of sources to answer inquiry or research questions

General Example(s)

- People, home, peers, teachers, librarians, story tellers, experts (trappers, elders, etc.), community, objects, artifacts, natural habitats, the land, maps, charts, graphs, signs, books (narrative texts, expository texts), photographs, illustrations, videos, TV, audio tapes, field trips, newspapers, magazines, Internet sites, interviews, CD Roms, various multimedia, songs, folk tales, plays, ...

Primary (experiential or first-hand accounts of event) and Secondary Sources (second-hand accounts of event or information)

Specific Outcome Links

See Evaluate Sources (3.2.2), Access Information (3.2.3), Use Strategies to make Make Sense of Information (3.2.4), Organize Information (3.3.1), Record Information (3.3.2), and Evaluate Information (3.3.3)

General Outcome:

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

<p>Kindergarten Specific Outcome 3.2.1 Identify self and others as sources of information</p>	<p>Grade 1 Specific Outcome 3.2.1 Seek information about a topic from sources (including peers)</p>
<p>Learning Outcomes & Corresponding Illustrative Example(s)</p> <p>By the end of Kindergarten the student ...</p> <p>3.2.1 a. <i>Shares information and ideas on a topic</i></p> <p>3.2.1 b. ** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.</p> <p>3.2.1 c. <i>Begins to seek information, on a topic, from oral, print, and / or media sources</i></p> <p><i>May say, "Can you show me where you found the picture of the spider?" "Where do spiders live? What do they eat?"</i></p> <p>3.2.1 d. <i>Begins to ask others for information</i></p> <p><i>People, peers, family, community members, elders, experts, teachers, librarians, authors, editors, picture books, concept books, photographs, illustrations, Internet sites, videos, TV, audio tapes, CD Roms, field trips, interviews, ...</i></p>	<p>Learning Outcomes & Corresponding Illustrative Example(s)</p> <p>By the end of Grade 1 the student ...</p> <p>3.2.1 a. <i>Offers information and ideas on a topic</i></p> <p>3.2.1 b. <i>Seeks information, on a topic, from oral, print, and / or other media sources</i></p> <p><i>May say, "I am going to check the library." "I'll ask my Grandmother ..."</i></p> <p>3.2.1 c. <i>Asks others for information</i></p> <p><i>People, peers, family, community members, elders, experts, teachers, librarians, authors, editors, ...</i></p> <p>3.2.1 d. ** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.</p> <p>3.2.1 e. <i>Begins to answer questions by selecting relevant information from a variety of sources</i></p> <p><i>May say, "I found out that all spiders have eight legs. I counted all of the legs on all of the pictures I found, and my Mom and I read that on this web site we found, too."</i></p>

Identify Sources of Information

Grade 2 Specific Outcome 3.2.1

Select relevant information from a variety of sources to answer inquiry or research questions

Grade 3 Specific Outcome 3.2.1

Use relevant information from a variety of sources to answer inquiry or research questions

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student ...

- 3.2.1 a. Answers questions by selecting relevant information from a variety of sources**

May say, "We wanted to know if we have poisonous spiders in the NWT. We looked in some books, and then we called the biologist at ENR to ask for information about the animals and insects of the North. She told us"

- 3.2.1 b. ** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

- 3.2.1 c. Begins to identify (collaboratively and / or independently) additional sources of information**

Conversations, brainstorm, Think-Pair-Share (TPS), illustrations, sketch and share, sharing circles, reading circles, sharing and comparing, dramatizations, reports, show and tell presentations, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 3 the student ...

- 3.2.1 a. Uses relevant information from a variety of sources to answer inquiry or research questions**

May say, "I have found a book about mosquitoes and my partner has found a video. I wonder if we will find the information about their life cycles in one of those."

- 3.2.1 b. Identifies (collaboratively and / or independently) additional sources of information**

Conversations, brainstorm, Think-Pair-Share (TPS), illustrations, draw and discuss, sharing circles, reading circles, sharing and comparing, dramatizations, reports, show and tell presentations, ...

General Outcome:

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

K Specific Outcome 3.2.2

Compare gathered ideas and information to personal knowledge

General Example(s)

•Think-Pair-Share (TPS), conversations, t-charts, sketch and share, show and tell, draw and discuss, brainstorm, sharing circles, book talks, lists, ...

1 Specific Outcome 3.2.2

Recognize when information answers the questions asked

General Example(s)

•Think-Pair-Share (TPS), conversations, t-charts, sketch and share, show and tell, draw and discuss, brainstorm, sharing circles, book talks, lists, Who- What- Where- When- Why- How (5W's + H), Know-Want to Know-What I Learned (KWL), picture-question-sort, interview, survey, gate keeper game, ...

Evaluate Sources

2 Specific Outcome 3.2.2

Match information to inquiry or research needs

General Example(s)

•Think-Pair-Share (TPS), conversations, t-charts, sketch and share, show and tell, draw and discuss, brainstorm, sharing circles, book talks, lists, Who- What- Where- When- Why- How (5W's + H), Know-Want to Know-What I Learned (KWL), picture-question-sort, interview, survey, gate keeper game, authentic learning projects, checklists, conferencing, self-assessment, Trash-Treasure-Save, ...

3 Specific Outcome 3.2.2

Review information to determine its usefulness to inquiry or research needs

General Example(s)

•Think-Pair-Share (TPS), conversations, T-charts, sketch and share, show and tell, draw and discuss, brainstorm, sharing circles, book talks, lists, Who- What- Where- When- Why- How (5W's + H), Know-Want to Know-What I Learned (KWL), picture-question-sort, interview, survey, gate keeper game, authentic learning projects, checklists, conferencing, self-assessment, Trash-Treasure-Save, ...

General Outcome:

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

<p>Kindergarten Specific Outcome 3.2.2 Compare gathered ideas and information to personal knowledge</p>	<p>Grade 1 Specific Outcome 3.2.2 Recognize when information answers the questions asked</p>
<p>Learning Outcomes & Corresponding Illustrative Example(s)</p> <p>By the end of Kindergarten the student ...</p> <p>3.2.2 a. ** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.</p> <p>3.2.2 b. Begins to talk about the connection between personal knowledge and new information</p> <p><i>May say, "My dog had pups and they are so cute. They are not like their mom. They don't feed from the bowl, they drink from her; they pee inside; and they wobble when they try to walk ."</i></p>	<p>Learning Outcomes & Corresponding Illustrative Example(s)</p> <p>By the end of Grade 1 the student ...</p> <p>3.2.2 a. Talks about the connection between personal knowledge and new information</p> <p><i>May say, "My dog had pups and they are so cute. They are not like their mom. They don't feed from the bowl, they drink from her; they pee inside; and they wobble when they try to walk ."</i></p> <p>3.2.2 b. ** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.</p> <p>3.2.2 c. Begins to identify key words in a question</p> <p><i>May say, "We can use the five finger trick (Who-What-Where-When-Why + How?) to find out all the important information for our book."; "This question is about when puppies stop feeding from their mother not about how they learn to walk."</i></p> <p>3.2.2 d. Begins to connect information to questions asked</p> <p><i>May say, "This picture shows puppies feeding from their mothers."</i></p>

Evaluate Sources

Grade 2 Specific Outcome 3.2.2

Match information to inquiry or research needs

Grade 3 Specific Outcome 3.2.2

Review information to determine its usefulness to inquiry or research needs

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student ...

3.2.2 a. Identifies key words in a question

May say, "We can use the five finger trick (Who-What-Where-When-Why?) to find out all the important information for our book?"

May say, "Now we are supposed to find out which animals are related to the dog family."

3.2.2 b. Connects information to questions asked

May say, "This diagram shows all the canine family."

3.2.2 c. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

3.2.2 d. Begins to set criteria collaboratively to evaluate sources / information

3.2.2 e. Begins to evaluate the relevance of source / information

See Assess Information (3.2.3) and Use Strategies to Make Sense of Information (3.2.4)

May say, "This book doesn't help us to find out which animals are in the dog family; we can use it when we talk about life cycles though."

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 3 the student ...

3.2.2 a. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

3.2.2 b. Begins to set criteria (collaboratively or independently) to evaluate sources / information

Criteria may include: title, author, copyright date, author's expertise in field, fact or fiction, viewpoint, primary (experiential) or secondary source, information contained in more than one form, answers inquiry question completely, provides useful information, information is suitable, ...

3.2.2 c. Begins to evaluate the relevance of source / information using the pre-established criteria (teacher directed, student directed, or group directed)

See Assess Information (3.2.3) and Use Strategies to Make Sense of Information (3.2.4)

May say, "This website shows the sequence of the plane taking off. We can use the pictures for our report, and then find some more information in that book to write good captions."

General Outcome:

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

K Specific Outcome 3.2.3

Use illustrations, photographs, video programs, objects, and auditory cues to understand ideas and information

General Example(s)

Primary (experiential or first-hand accounts of event) and Secondary Sources (second-hand accounts of event or information)

Specific Outcome Links

See Text Features (2.1.3) and Cueing Systems (Graphophonic 2.1.4, Semantic 2.1.5, Syntactic 2.1.6, Pragmatic 2.1.7)

1 Specific Outcome 3.2.3

Understand that library materials have a specific organizational system which includes visual and auditory cues to locate information and ideas

General Example(s)

Primary (experiential or first-hand accounts of event) and Secondary Sources (second-hand accounts of event or information)

Specific Outcome Links

See Text Features (2.1.3) and Cueing Systems (Graphophonic 2.1.4, Semantic 2.1.5, Syntactic 2.1.6, Pragmatic 2.1.7)

Access Information

2 Specific Outcome 3.2.3

Use the specific library organizational system, including visual and auditory cues, to locate information and ideas

General Example(s)

Primary (experiential or first-hand accounts of event) and Secondary Sources (second-hand accounts of event or information)

Specific Outcome Links

See Text Features (2.1.3) and Cueing Systems (Graphophonic 2.1.4, Semantic 2.1.5, Syntactic 2.1.6, Pragmatic 2.1.7)

3 Specific Outcome 3.2.3

Use knowledge of visual and auditory cues and organizational devices [such as titles, pictures, headings, labels, diagrams, library files, dictionary guide words...] to locate and gather information and ideas

General Example(s)

Primary (experiential or first-hand accounts of event) and Secondary Sources (second-hand accounts of event or information)

Specific Outcome Links

See Text Features (2.1.3) and Cueing Systems (2.1.4)

General Outcome:

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

<p>Kindergarten Specific Outcome 3.2.3</p> <p>Use illustrations, photographs, video programs, objects, and auditory cues to understand ideas and information</p>	<p>Grade 1 Specific Outcome 3.2.3</p> <p>Understand that library materials have a specific organizational system which includes visual and auditory cues to locate information and ideas</p>
<p>Learning Outcomes & Corresponding Illustrative Example(s)</p> <p>By the end of Kindergarten the student ...</p> <p>3.2.3 a. Uses references to access information <i>See Spelling (4.3.2)</i> <i>calendar, alphabet, number line, labels, learning centers, ...</i></p> <p>3.2.3 b. <i>** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.</i></p> <p>3.2.3 c. Begins to use visual cues to access information <i>body language, culturally appropriate eye contact, facial expressions and gestures, photographs, illustrations, illustrated directions, films, videos, picture books, picture file, icons, objects, artifacts, photographs, Internet sites, videos, television, CD Roms, observations, ...</i></p> <p>3.2.3 d. Begins to use auditory cues to access information <i>sounds, music, words, noises, conversations, audio tapes, listening centre, interviews, television, CD Rom, videos, ...</i></p> <p>3.2.3 e. Begins to use the computer to access information <i>**Information and Communication Technology Outcomes are intended to be infused in all Curricula, however, the minutes of ELA are <u>not</u> increased</i> <i>*applicable where technology is available</i> <i>see Identify Sources of Information (3.2.1.), Use Strategies to Make Sense of Information (3.2.4), and Enhance Legibility and Word Processing Skills (4.2.3)</i> <i>Internet sites, CD Roms, ...</i></p>	<p>Learning Outcomes & Corresponding Illustrative Example(s)</p> <p>By the end of Grade 1 the student ...</p> <p>3.2.3 a. Uses visual cues to access information <i>body language, culturally appropriate eye contact, facial expressions and gestures, photographs, picture books, illustrations, icons, colour coded words, font, letter size, objects, artifacts, charts, graphic organizers, ...</i></p> <p>3.2.3 b. Uses auditory cues to access information <i>sounds, music, words, noises, pauses, volume, ...</i></p> <p>3.2.3 c. Uses the computer to access information <i>**Information and Communication Technology Outcomes are intended to be infused in all Curricula, however, the minutes of ELA are <u>not</u> increased</i> <i>*applicable where technology is available</i> <i>see Sources of Information (3.2.1.), Use Strategies to Make Sense of Information (3.2.4), and Enhance Legibility and Word Processing Skills (4.2.3)</i> <i>Internet sites, CD Roms, ...</i></p> <p>3.2.3 d. Accesses information from sources <i>conversations, calendar, alphabet, number line, labels, learning centers, word walls or word books, dictionaries / dictionaries, maps, environmental print, picture books, CDs, video/DVD, television, listening centre, objects, artifacts...</i></p> <p>3.2.3 e. <i>** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.</i></p> <p>3.2.3 f. Begins to use textual cues to access information <i>See Text Features (2.1.3) for complete list of narrative, expository, and poetic textual cues</i></p> <p>3.2.3 g. Begins to use the library's organizational system to locate information or materials <i>May say, "I want a story about snakes; so I will be over here." "I want the information about snakes; so I will be over there." "I want another book by Robert Munsch; so I will look on that shelf."</i></p>

Access Information

Grade 2 Specific Outcome 3.2.3

Use the specific library organizational system, including visual and auditory cues, to locate information and ideas

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student ...

- 3.2.3 a. *Expands repertoire of visual cues to access information*
body language, culturally appropriate eye contact, facial expressions and gestures, photographs, illustrations, illustrated directions, icons, colour coded words, font, letter size, charts, graphic organizers, opening shots to videos / DVDs, ...
- 3.2.3 b. *Expands repertoire of auditory cues to access information*
sounds, music, words, noises, pauses, volume, ...
- 3.2.3 c. *Uses textual cues to access information*
See Text Features (2.1.3) for complete list of narrative, expository, and poetic textual cues
- 3.2.3 d. *Uses the library's organizational system to locate information*
Areas designated for fiction, nonfiction, easy reading, new books, picture books, informational texts, references (dictionaries, atlases, maps), magazines, posters, videos, audio tapes, CD Roms, ...
- 3.2.3 e. *Uses the computer to access information*

**Information and Communication Technology Outcomes are intended to be infused in all Curricula, however, the minutes of ELA are not increased

*applicable where technology is available

see Identify Sources of Information (3.2.1.), Use Strategies to Make Sense of Information (3.2.4), and Enhance Legibility and Word Processing Skills (4.2.3)

Internet sites, CD Roms, ...
- 3.2.3 f. *Accesses information from reference materials*
conversations, calendar, alphabet, number line, labels, learning centers, word walls or word books, pictionaries / dictionaries, maps, environmental print, picture books, CDs, video/DVD, television, listening centre, objects, artifacts...

Grade 3 Specific Outcome 3.2.3

Use knowledge of visual and auditory cues and organizational devices [such as titles, pictures, headings, labels, diagrams, library files, dictionary guide words...] to locate and gather information and ideas

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 3 the student ...

- 3.2.3 a. *Expands repertoire of visual cues to access information*
body language, culturally appropriate eye contact, facial expressions and gestures, photographs, illustrations, illustrated directions, icons, colour coded words, font, letter size, charts, graphic organizers, opening shots to videos / DVDs, diagrams, ...
- 3.2.3 b. *Expands repertoire of auditory cues to access information*
sounds, music, words, noises, pauses, volume, rhythm, ...
- 3.2.3 c. *Expands repertoire of textual cues to access information*
See Text Features (2.1.3) for complete list of narrative, expository, and poetic textual cues
- 3.2.3 d. *Uses the library's organizational system to locate information*
Areas designated for fiction, nonfiction, easy reading, new books, picture books, informational texts, references (dictionaries, atlases, maps), magazines, posters, videos, audio tapes, CD Roms, library files, electronic media, ; alphabetization of resources, ...
- 3.2.3 e. *Uses the computer to access information*

**Information and Communication Technology Outcomes are intended to be infused in all Curricula, however, the minutes of ELA are not increased

*applicable where technology is available

see Identify Sources of Information (3.2.1.), Use Strategies to Make Sense of Information (3.2.4), and Enhance Legibility and Word Processing Skills (4.2.3)

Internet sites, CD Roms, ...
- 3.2.3 f. *Accesses information from reference materials*
conversations, calendar, alphabet, number line, labels, learning centers, word walls or word books, pictionaries / dictionaries, maps, environmental print, informational texts, atlases, maps, Internet sites, time lines, charts, graphs, junior thesaurus, spell check functions, directories, objects, artifacts ...

General Outcome:

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

K Specific Outcome 3.2.4

Ask questions and use prior knowledge to make sense of information

Specific Outcome Links

•See Combine Ideas and Develop Understanding (1.2.1), Prior Knowledge & Connections (2.1.1), Comprehension Strategies (2.1.2), Connect Self, Texts, and Culture (2.2.3), Use Personal Knowledge (3.1.1), Ask Questions (3.1.2), Evaluate Sources (3.2.2), Access Information (3.2.3)

1 Specific Outcome 3.2.4

Make and check predictions using prior knowledge and text features

Specific Outcome Links

•See Combine Ideas and Develop Understanding (1.2.1), Prior Knowledge & Connections (2.1.1), Comprehension Strategies (2.1.2), Connect Self, Texts, and Culture (2.2.3), Use Personal Knowledge (3.1.1), Ask Questions (3.1.2), Evaluate Sources (3.2.2), Access Information (3.2.3)

Use Strategies to Make Sense of Information

2 Specific Outcome 3.2.4

Make connections between prior knowledge, ideas, information, and text features

Specific Outcome Links

- See Combine Ideas and Develop Understanding (1.2.1), Prior Knowledge & Connections (2.1.1), Comprehension Strategies (2.1.2), Connect Self, Texts, and Culture (2.2.3), Use Personal Knowledge (3.1.1), Ask Questions (3.1.2), Evaluate Sources (3.2.2), Access Information (3.2.3)

3 Specific Outcome 3.2.4

Determine main ideas in information using prior knowledge, predictions, connections, and inferences

Specific Outcome Links

- See Combine Ideas and Develop Understanding (1.2.1), Prior Knowledge & Connections (2.1.1), Comprehension Strategies (2.1.2), Connect Self, Texts, and Culture (2.2.3), Use Personal Knowledge (3.1.1), Ask Questions (3.1.2), Evaluate Sources (3.2.2), Access Information (3.2.3)

General Outcome:

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

<p>Kindergarten Specific Outcome 3.2.4</p> <p>Ask questions and use prior knowledge to make sense of information</p>	<p>Grade 1 Specific Outcome 3.2.4</p> <p>Make and check predictions using prior knowledge and text features</p>
<p>Learning Outcomes & Corresponding Illustrative Example(s)</p> <p>By the end of Kindergarten the student ...</p> <p>3.2.4 a. ** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.</p> <p>3.2.4 b. Begins to ask questions to make sense of information (oral, print, and media text) <i>May say: "How do ... ?"; "Why does..?"</i></p> <p>3.2.4 c. Begins to talk about the connections between prior knowledge/personal experiences and new information (oral, print, and media text) <i>May say, "That's like" "That's different from" "It sounds like" "It looks like ..." ...</i></p>	<p>Learning Outcomes & Corresponding Illustrative Example(s)</p> <p>By the end of Grade 1 the student ...</p> <p>3.2.4 a. Asks questions to make sense of information (oral, print, and other media text)</p> <p>3.2.4 b. Talks about the connections between prior knowledge/personal experiences and new information (oral, print, and other media text) <i>May say, "That's like" "That's different from" "It sounds like" "It looks like ..." "That means if then ..."</i></p> <p>3.2.4 c. ** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.</p> <p>3.2.4 d. Begins to use prior knowledge to make predictions to understand information (oral, print, and other media text) <i>Before-During-After (BDA), close activities, retelling/restating, Know-Want to Know-Learned (KWL), ...</i> <i>May say, "If my Mom has a baby, she'll probably have another girl because we already have two." "When we play boys against the girls, us boys always win 'cause we have more muscles!"</i></p> <p>3.2.4 e. Begins to use textual cues to check predictions <i>See Access Information (3.2.3) for visual and auditory cues</i> <i>See Text Features (2.1.3) for complete list of narrative, expository, and poetic textual cues</i> <i>discuss, question, read, view, ...</i></p>

Use Strategies to Make Sense of Information

Grade 2 Specific Outcome 3.2.4

Make connections between prior knowledge, ideas, information, and text features

Grade 3 Specific Outcome 3.2.4

Determine main ideas in information using prior knowledge, predictions, connections, and inferences

Learning Outcomes & Corresponding Illustrative Example(s)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student ...

By the end of Grade 3 the student ...

3.2.4 a. *Makes connections between prior knowledge and new information (oral, print, and other media text)*

May say, "Spring tide in the East is different in some ways than here. We have hotter temperatures in Fort Smith than in Holman, but other things are the same. The pictures we have of spring in Holman show duck hunting on the ocean; we have ducks on our river and lots of people hunt then too."

3.2.4 b. *Uses prior knowledge to make predictions to understand information (oral, print, and other media text)*

Before-During-After (BDA), cloze activities, retelling/restating, ...

May say, "We have more blue mitts on our graph than any other colour; so I predict that the next pair of mitts we pull out of the bag will be blue." "Tomorrow my bean should be 3 cm taller because for the last three days, it has grown a lot."

3.2.4 c. *Uses textual cues to check predictions*

See Access Information (3.2.3) for visual and auditory cues

See Text Features (2.1.3) for complete list of narrative, expository, and poetic textual cues

discuss, question, read, view, ...

3.2.4 d. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

3.2.4 e. *Begins to identify main ideas in information (oral, print, and other media text)*

using: prior knowledge, ideas, information, inferences, predictions, connections, illustrations, graphs, pictures, charts, books, film, video, audio, storytelling, interviews, paintings, sculpting, dance, music, drama, ...

strategies: brainstorming, discussing, conferencing, interviewing, retelling/recalling, sorting, categorizing, journaling, comparing and contrasting, connecting/linking, visualizing, describing, sequencing, questioning, webbing, clustering, inquiring, observing, predicting, ...

3.2.4 a. *Uses prior knowledge, connections, predictions, and inferences to make sense of information (oral, print, and other media text)*

Before-During-After (BDA), cloze activities, retelling/restating, Pause and Predict, ...

May say, "My Grandmother makes a cough medicine by boiling birch bark; so I think that many plants must have ingredients in them that we can use to make medicine. I wonder if we can find out exactly how long we have to boil it for and with which other ingredients."

3.2.4 b. *Uses text and textual cues to confirm understanding of information (oral, print, and other media text)*

See Access Information (3.2.3) for visual and auditory cues

See Text Features (2.1.3) for complete list of narrative, expository, and poetic textual cues

discuss, question, read, view ...

May say, "The table of contents lists the different kinds of trees found in the NWT. This book will help us label what we find in our area."

3.2.4 c. *Identifies main ideas in information (oral, print, and other media text)*

May say, "This dance has to be about the return of the sun, because of the way that the dancer uses his arms to point upwards, his costume is bright and festive, and ..."

strategies: brainstorming, discussing, conferencing, interviewing, retelling/recalling, sorting, categorizing, journaling, comparing and contrasting, connecting/linking, organizing, planning, charting, self-assessing, visualizing, describing, sequencing, questioning, mapping, webbing, clustering, patterning, graphing, organizing, inquiring, observing, predicting, processing (logs), summarizing, interpreting, reflecting, note making, comprehending, ...

3.2.4 d. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

General Outcome:

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Kindergarten Specific Outcome 3.2.4

Ask questions and use prior knowledge to make sense of information

Grade 1 Specific Outcome 3.2.4

Make and check predictions using prior knowledge and text features

**Learning Outcomes &
Corresponding Illustrative Example(s)**

By the end of Kindergarten the student ...

3.2.4 . *Information is on previous page(s)*

**Learning Outcomes &
Corresponding Illustrative Example(s)**

By the end of Grade 1 the student ...

3.2.4 . *Information is on previous page(s)*

Use Strategies to Make Sense of Information

Grade 2 Specific Outcome 3.2.4

Make connections between prior knowledge, ideas, information, and text features

Grade 3 Specific Outcome 3.2.4

Determine main ideas in information using prior knowledge, predictions, connections, and inferences

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student ...

3.2.4 f. *Begins to use prior knowledge and text (oral, print, and other media text) to make inferences*

*May say, "The sky is very dark and cloudy, so it'll rain today."
"She has to be old, because she has lots of grey hair." "I think this story is sad because the title has the word 'poor' in it and the dog on the cover is a mess."*

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 3 the student ...

3.2.4 e. *Begins to identify supporting ideas in information (oral, print, and other media text)*

Main idea map, main idea chart, Directed Reading-Thinking Activity, guided reading, sketching, story mapping, 5 Ws and H charts. Main Idea Maps, Concept Webs, ...

May say, "This dance has to be about the return of the sun, because of the way that the dancer uses his arms to point upwards, his costume is bright and festive, and ..."; "This poster is about the trees of the NWT. It is then divided into two sections: trees of the taiga and trees of the tundra."

General Outcome:

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

K Specific Outcome 3.3.1

Categorize objects and pictures according to visual similarities and differences

General Example(s)

strategies: brainstorming, discussing, retelling/recalling, sorting, categorizing, journaling, comparing and contrasting, connecting/linking, organizing, planning, charting, self-assessing, visualizing, ...

Specific Outcome Links

•See Combine Ideas and Develop Understanding (1.2.1), and Record Information (3.3.2)

1 Specific Outcome 3.3.1

Identify and categorize information according to similarities, differences, and sequences

General Example(s)

strategies: brainstorming, discussing, conferencing, retelling/recalling, sorting, categorizing, journaling, comparing and contrasting, connecting/linking, organizing, planning, charting, self-assessing, visualizing, describing, sequencing, questioning, mapping, webbing, clustering, patterning, graphing, ...

Specific Outcome Links

•See Combine Ideas and Develop Understanding (1.2.1), and Record Information (3.3.2)

Organize Information

2 Specific Outcome 3.3.1

Categorize related information and ideas using a variety of strategies

General Example(s)

strategies: brainstorming, discussing, conferencing, interviewing, retelling/recalling, sorting, categorizing, journaling, comparing and contrasting, connecting/linking, organizing, planning, charting, self-assessing, visualizing, describing, sequencing, questioning, mapping, webbing, clustering, patterning, graphing, inquiring, observing, predicting, ...

Specific Outcome Links

•See Combine Ideas and Develop Understanding (1.2.1), and Record Information (3.3.2)

3 Specific Outcome 3.3.1

Organize and explain information and ideas using a variety of strategies

General Example(s)

strategies: brainstorming, discussing, conferencing, interviewing, retelling/recalling, sorting, categorizing, journaling, comparing and contrasting, connecting/linking, organizing, planning, charting, self-assessing, visualizing, describing, sequencing, questioning, mapping, webbing, clustering, patterning, graphing, organizing, inquiring, observing, predicting, processing (logs), summarizing, interpreting, reflecting, note making, comprehending, ...

Specific Outcome Links

•See Combine Ideas and Develop Understanding (1.2.1), and Record Information (3.3.2)

General Outcome:

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

<p>Kindergarten Specific Outcome 3.3.1</p> <p>Categorize objects and pictures according to visual similarities and differences</p>	<p>Grade 1 Specific Outcome 3.3.1</p> <p>Identify and categorize information according to similarities, differences, and sequences</p>
<p>Learning Outcomes & Corresponding Illustrative Example(s)</p>	<p>Learning Outcomes & Corresponding Illustrative Example(s)</p>
<p>By the end of Kindergarten the student ...</p> <p>3.3.1 a. Sorts concrete objects and pictures according to similarities and differences</p> <p><i>conversations, pictographs, T-charts, labels, sorting trays and mats, physical graphs, picture sorts, ...</i></p> <p><i>May say, "These are all red; these are blue; and these are purple." "We put all the vehicles together and then made groups of those that are made to go in water, those that fly, and those that we drive on the road."</i></p> <p><i>•May use: positional and comparative terms [such as same/different, larger/smaller, in front of, behind, beside, on top...] and common descriptors and patterns [such as colours, size, shape...], ...</i></p> <p>3.3.1 b. <i>** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.</i></p> <p>3.3.1 c. Begins to represent similarities and differences</p> <p><i>conversations, pictographs, lists, T-charts, labels, sorting trays and mats, picture sorts, journals, illustrations, sculptures, dramatizations, ...</i></p> <p><i>May say: "In our class, there are more boys than girls."; "We made a pattern with round and square beads."; "Our painting shows the tall plants and the short ones."; "These all make loud noises and these are all quiet."</i></p> <p>3.3.1 d. Begins to use graphic organizers through guided practice</p> <p><i>graphic organizers: journals, lists, pictographs, physical graphs, picture maps, picture splash, diagrams, listen-sketch-share, T-charts, ...</i></p> <p><i>May say, "In our talk, we listed all of the people we should invite to our party and this is the list of pictures of the groceries we want to buy for our store." "I made a map of our center; it is like a treasure map." "I sorted the food I like in this part and on this side I put all the food I don't like."</i></p> <p><i>**See Specific Outcome for list of possible strategies</i></p>	<p>By the end of Grade 1 the student ...</p> <p>3.3.1 a. Sorts and categorizes information according to similarities and differences</p> <p><i>conversations, pictographs, T-charts, labels, picture sorts, graphs, webs, ideas, journals, data collections, ...</i></p> <p><i>May say, "In the both winter and summer, we go hunting or fishing, but we have to get there in a different way. And sometimes, we have to hunt different animals." "The ending is different in Munsch's book "The Paper Bag Princess" from the movie we just watched." "The wolf in the first story of the 'The Three Little Pigs' is mean, but in this other story, he is a good guy." "This pile of books is a collection of stories and this pile is our information books."</i></p> <p>3.3.1 b. Represents similarities and differences</p> <p><i>conversations, pictographs, lists, graphs, same and different charts, T-charts, labels, illustrations, sculptures, dramatizations, sorting trays and mats, picture sorts, journals, ...</i></p> <p><i>May say, "I drew the same raven as was in the book, but I didn't give it the same name in my story." "We made the Three Little Pigs' houses to be able to see which one was the strongest."</i></p> <p>3.3.1 c. Uses graphic organizers with guidance</p> <p><i>**Guided practice may be required for newly introduced graphic organizers; individual or group independence may be expected with familiar ones</i></p> <p><i>**Keep in mind audience and purpose when matching the graphic organizer to the task</i></p> <p><i>graphic organizers: journals, lists, pictographs, physical graphs, picture maps, picture splash, diagrams, listen-sketch-share, T-charts, webs, graphs, same and different charts, maps, sequence maps, character maps, comparison charts, mind maps and clusters, KWL (Know-Want to know-Learned), 5 Ws + H (Who-What-Where-When-Why-How), BDA (Before-During-After), think bubbles, ...</i></p> <p><i>May say, "The strategy we used was webbing. Our group put everything we know about Goldilocks into bubbles around her name." "After you showed us how to use the Sense Cluster, I decided my poem will be about spring. I had to think and draw about what I can smell, taste, hear, see, and feel. Now I am going to write my poem."</i></p> <p><i>**See Specific Outcome for list of possible strategies</i></p>

Organize Information

Grade 2 Specific Outcome 3.3.1

Categorize related information and ideas using a variety of strategies

Grade 3 Specific Outcome 3.3.1

Organize and explain information and ideas using a variety of strategies

Learning Outcomes & Corresponding Illustrative Example(s)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student ...

By the end of Grade 3 the student ...

3.3.1 a. Sequences information and ideas

order of events, chains, cycles, beginning-middle-end, chronology, webs, story maps, timelines, maps, narrative writing, expository writing, ...

May say: "I put these pictures in order to show how I built my..."; "Here are the captions for the pictures to tell how the caterpillar turns into a butterfly."

3.3.1 a. Chooses appropriate graphic organizer from a selection

****Keep in mind audience and purpose when matching the graphic organizer to the task**

May say: "Let's use the RAN to show what we think we know about this. Then we can either check it off as confirmed or fix it if we were wrong, and add our new learning."

3.3.1 b. Uses graphic organizers with guidance

****Guided practice may be required for newly introduced graphic organizers; individual or group independence may be expected with familiar ones**

graphic organizers: journals, lists, pictographs, physical graphs, picture maps, picture splash, diagrams, listen-sketch-share, T-charts, webs, graphs, same and different charts, maps, sequence maps, character maps, charts/comparison charts, mind maps and clusters, KWL (Know-Want to know-Learned), 5 Ws + H (Who-What-Where-When-Why-How), BDA (Before-During-After), think bubbles, bar graphs, timelines, Venn diagrams, chains, cycles, ...

May say, "This bar graph shows that there is only one city, a few medium sized communities, and lots of small communities in the NWT." "The Nunavut bar graph is different from ours ..." "Our Grandmothers helped us with the timeline for our community. They told us that long ago ..." "Our teacher helped us with the Venn Diagram to compare the communities that are on the Arctic Coast and those along the Mackenzie."

***See Specific Outcome for list of possible strategies*

3.3.1 b. Explains the choice of graphic organizer

May say, "We started by trying to work through a timeline, but went back to our list of graphic organizers and think that a flow chart might be better to show how one change affected lots of events"

3.3.1 c. Sequences information and ideas

order of events, chains, cycles, beginning-middle-end, chronology, webs, story maps, timelines, maps, narrative writing, expository writing, ...

May say, "I need a conference to get help with finding a better ending to my story because it just seems to go on forever." "Our group wrote a recipe for love." "Can we write the steps for giving a dog a bath instead of the steps for recipe?"

3.3.1 c. ** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.

3.3.1 d. Begins to choose appropriate graphic organizer from a selection

****Keep in mind audience and purpose when matching the graphic organizer to the task**

May say, "From the list of graphic organizers we have practiced before, we think that our project needs a timeline to show how things have changed here in"

General Outcome:

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Kindergarten Specific Outcome 3.3.1

Categorize objects and pictures according to visual similarities and differences

Grade 1 Specific Outcome 3.3.1

Identify and categorize information according to similarities, differences, and sequences

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Kindergarten the student ...

3.3.1 . *Information is on previous page(s)*

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student ...

3.3.1 d. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

3.3.1 e. **Begins to sequence information**

conversation, story telling, dramatizing, journals, experiments, illustrations, cartoons, picture books, narrative writing, order of events, chains, cycles, webs, ...

May say, "I put these pictures in order to show how my plant grew." "These are the steps we want other kids to follow when they visit our center." "I drew some pictures, where I didn't know the words, to show my plan for the day."

Organize Information

Grade 2 Specific Outcome 3.3.1

Categorize related information and ideas using a variety of strategies

Grade 3 Specific Outcome 3.3.1

Organize and explain information and ideas using a variety of strategies

Learning Outcomes & Corresponding Illustrative Example(s)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student ...

By the end of Grade 3 the student ...

3.3.1 e. *Begins to explain the choice of graphic organizer*

3.3.1 d. *Uses graphic organizers with guidance*

****Guided practice may be required for newly introduced graphic organizers; individual or group independence may be expected with familiar ones**

****Guided practice may be required for newly introduced graphic organizers; individual or group independence may be expected with familiar ones**

May say: "We thought the timeline would make it easier to keep track of what happened when in our community."

graphic organizers: journals, lists, picture maps, T-charts, webs, graphs, same and different charts, observation charts, maps, sequence maps, character maps, charts/comparison charts, mind maps and clusters, KWL (Know-Want to know-Learned), 5 Ws + H (Who-What-Where-When-Why-How), BDA (Before-During-After), think bubbles/alouds, bar graphs, timelines, Venn diagrams, chains, cycles, sequence circles, learning logs/reflection logs, inquiry notebooks, concept frames, flow chart, story maps, plot diagrams, word maps, pyramids, KWHLAQ (Know-Want to Know-How to find out-What I learned-Applied learnings-Next questions), KWPL (Know-Want to know-Predict-Learned), Prediction frames, Slim Jims, Process Notes, Plus-Minus-Interesting (PMI), Jot charts, outlines, information comic strips, Two Column Notes, paragraphs, think alouds, bibliographies, information flip books, ...

3.3.1 f. *Begins to choose appropriate strategies from a selection*

3.3.1 e. *Chooses appropriate strategies from a selection*

May say, "From the list of strategies, we can use sequencing to show how our community was then and how it is now." "We clustered all the information about what foxes eat, where they live, what they look like, their young, and their homes, in these clouds."

May say, "At the top of our pyramid, we put our topic, in the middle we wrote our main idea, and the bottom is full of details about our topic." "I guess copying the sentences from that research book was too much information on my Slim Jim; so I need to go back and choose only the key words." Process Notes: "I liked using the graph sheets to figure out the area of my room; and I think I can use that same graphing strategy to figure the area of our classroom, even if it isn't a perfect rectangle."

****See Specific Outcome for list of possible strategies**

****See Specific Outcome for list of possible strategies**

May say, "Our job is to take notes using the same kind of Jot Chart as before, and then create a diorama showing a community in the Australian Outback that their group presented." "In my reflection journal, I wrote that I need to work more on my organizing skills. Next time, I need to make a plan and stick to it!"

****See Specific Outcome for list of possible strategies**

3.3.1 f. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

General Outcome:

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Kindergarten Specific Outcome 3.3.1

Categorize objects and pictures according to visual similarities and differences

Grade 1 Specific Outcome 3.3.1

Identify and categorize information according to similarities, differences, and sequences

**Learning Outcomes &
Corresponding Illustrative Example(s)**

By the end of Kindergarten the student ...

3.3.1 . *Information is on previous page(s)*

**Learning Outcomes &
Corresponding Illustrative Example(s)**

By the end of Grade 1 the student ...

3.3.1 . *Information is on previous page(s)*

Organize Information

Grade 2 Specific Outcome 3.3.1

Categorize related information and ideas using a variety of strategies

Grade 3 Specific Outcome 3.3.1

Organize and explain information and ideas using a variety of strategies

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student ...

3.3.1 . *Information is on previous page(s)*

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 3 the student ...

3.3.1 g. *Begins to explain information and ideas using the selected graphic organizer*

May say, "This cycle shows the stages of a plant's life. You see right away that the seeds are at the beginning of the cycle and at the end." "These two graphic organizers, plot diagram or timeline, might help us to show the class what happened in the novel we read. Which would work best for us?"

General Outcome:

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

K Specific Outcome 3.3.2

Represent and share information and ideas; compose with a scribe

Specific Outcome Links

Organize Information (3.3.1)

1 Specific Outcome 3.3.2

Represent and tell key facts and ideas in own words

Specific Outcome Links

Organize Information (3.3.1)

Record Information

2 Specific Outcome 3.3.2

Record key facts and ideas in own words; identify titles and authors of sources

Specific Outcome Links

Organize Information (3.3.1)

3 Specific Outcome 3.3.2

Record facts and ideas using a variety of strategies; list authors and titles of sources

Specific Outcome Links

Organize Information (3.3.1)

General Outcome:

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

<p>Kindergarten Specific Outcome 3.3.2 Represent and share information and ideas; compose with a scribe</p>	<p>Grade 1 Specific Outcome 3.3.2 Represent and tell key facts and ideas in own words</p>
<p style="text-align: center;">Learning Outcomes & Corresponding Illustrative Example(s)</p> <p style="text-align: center;">By the end of Kindergarten the student ...</p> <p>3.3.2 a. Talks about information and ideas related to a topic</p> <p>3.3.2 b. Represents / records information and ideas related to a topic</p> <p><i>illustrations, sculptures, role-plays, dramatizations, dances, lists, songs, chants, journal entries, stories, labels, poems, orchestrations, ...</i></p> <p><i>graphic organizers: journals, lists, pictographs, picture maps, T-charts, ...</i></p> <p><i>**When representing, graphic organizers may or may not be used</i></p>	<p style="text-align: center;">Learning Outcomes & Corresponding Illustrative Example(s)</p> <p style="text-align: center;">By the end of Grade 1 the student ...</p> <p>3.3.2 a. Records key information and ideas related to a topic, using a preselected method</p> <p><i>illustrations, lists, journal entries, sticky notes, highlighting, labels, graphic organizers, ...</i></p> <p><i>See 3.3.1 for list of graphic organizers</i></p> <p>3.3.2 b. ** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.</p> <p>3.3.2 c. Begins to paraphrase key information and ideas related to a topic</p> <p><i>retelling, dramatizing, listing, explaining, illustrating, sculpting, painting, dancing, singing, writing, journaling, recomposing, ...</i></p> <p><i>See 3.3.1 for list of graphic organizers</i></p> <p><i>**When paraphrasing, graphic organizers may or may not be used</i></p> <p>3.3.2 d. Begins to identify title of source related to a topic</p>

Record Information

Grade 2 Specific Outcome 3.3.2

Record key facts and ideas in own words; identify titles and authors of sources

Grade 3 Specific Outcome 3.3.2

Record facts and ideas using a variety of strategies; list authors and titles of sources

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student ...

- 3.3.2 a. *Paraphrases key information and ideas related to a topic*
retelling, dramatizing, listing, explaining, illustrating, sculpting, painting, dancing, singing, writing, journaling, recomposing, ...
See 3.3.1 for list of graphic organizers
***When paraphrasing, graphic organizers may or may not be used*
- 3.3.2 b. *Records information and ideas related to a topic using the preselected method*
May say, "We put our ideas on the class T-Chart."
See 3.3.1 for list of graphic organizers
- 3.3.2 c. *Identifies title and author of source related to a topic*

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 3 the student ...

- 3.3.2 a. *Records information on a topic using the preselected method*
May say, "When we talk to the Regional Biologist, we will record what she tells us in our log book, using T-chart with our questions on one side and her answers on the other. Let's also make a chart about the different kinds of bugs we have here."
See 3.3.1 for list of graphic organizers
- 3.3.2 b. *Lists title and author of source related to a topic*
- 3.3.2 c. *** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.*
- 3.3.2 d. *Begins to record key information and ideas, related to a topic, in own words using note making strategies*
note making strategies: webbing, mapping, coding, charting, paraphrasing, highlighting, ...
See 3.3.1 for list of graphic organizers

General Outcome:

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

K Specific Outcome 3.3.3

Indicate whether or not information is useful for answering questions

Specific Outcome Links

•See Ask Questions (3.1.2), Organize Information (3.3.1), Record Information (3.3.2), and Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)

1 Specific Outcome 3.3.3

Recognize and use gathered information as a basis for communication

Specific Outcome Links

•See Ask Questions (3.1.2), Organize Information (3.3.1), Record Information (3.3.2), and Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)

Evaluate Information

2 Specific Outcome 3.3.3

Examine gathered information to decide what information to share or omit

Specific Outcome Links

- See Ask Questions (3.1.2), Organize Information (3.3.1), Record Information (3.3.2), and Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)

3 Specific Outcome 3.3.3

Determine whether collected information is sufficient or inadequate for established purpose

Specific Outcome Links

- See Ask Questions (3.1.2), Organize Information (3.3.1), Record Information (3.3.2), and Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)

General Outcome:

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

<p>Kindergarten Specific Outcome 3.3.3</p> <p>Indicate whether or not information is useful for answering questions</p>	<p>Grade 1 Specific Outcome 3.3.3</p> <p>Recognize and use gathered information as a basis for communication</p>
<p>Learning Outcomes & Corresponding Illustrative Example(s)</p> <p>By the end of Kindergarten the student ...</p> <p>3.3.3 a. ** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.</p> <p>3.3.3 b. Begins to talk about information in relation to a question <i>conversations, brainstorming sessions, think alouds, sharing circles, conferences, Think-Pair-Share (TPS), ...</i></p> <p>3.3.3 c. Begins to evaluate usefulness of information <i>conversations, brainstorming sessions, think alouds, sharing circles, conferences, Think-Pair-Share (TPS), Prompted Questions, ...</i></p>	<p>Learning Outcomes & Corresponding Illustrative Example(s)</p> <p>By the end of Grade 1 the student ...</p> <p>3.3.3 a. Talks about new information in relation to a question <i>conversations, brainstorming sessions, think alouds, sharing circles, conferences, Think-Pair-Share (TPS), Before and After, Then and Now, Know-Want to Know-What I Learned (KWL), class books, response journals, learning logs, posters, ...</i></p> <p>3.3.3 b. ** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.</p> <p>3.3.3 c. Begins to accept or reject information and ideas <i>conversations, brainstorming sessions, think alouds, webs, sharing circles, conferences, Think-Pair-Share (TPS) Prompted Questions, compare and contrast, interviews, questioning (Who- What- Where- When- Why- How (5W's + How), I wonder ..., Did you know? ..., Know-Want to Know-Learned (KWL+) , Reading and Analyzing Non-fiction (RAN) ...</i></p> <p><i>May say: "We have lots of pictures of animals for our collage, but not all of them are babies so we shouldn't use those ones."</i></p>

Evaluate Information

Grade 2 Specific Outcome 3.3.3

Examine gathered information to decide what information to share or omit

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student ...

3.3.3 a. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

3.3.3 b. **Begins to determine relevance of information and ideas**

****Keep in mind audience and purpose when selecting information**

conversations, brainstorming sessions, think alouds, webs, sharing circles, conferences, Think-Pair-Share (TPS), Prompted Questions, compare and contrast, interviews, questioning (Who- What- Where- When- Why- How (5W's + How), I wonder ..., Did you know? ...,), Before and After, Then and Now, Know-Want to Know-What I Learned (KWL), Know-Want to Know-Learned (KWL +), response journals, learning logs, posters,.....

identifying question, deleting unimportant information, recording related ideas and examples, ...

May say: "This is a great list of Play Station games, but it doesn't really fit with our topic of ..."

Grade 3 Specific Outcome 3.3.3

Determine whether collected information is sufficient or inadequate for established purpose

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 3 the student ...

3.3.3 a. **Determines relevance of information and ideas**

****Keep in mind audience and purpose when selecting information**

conversations, brainstorming sessions, think alouds, webs, sharing circles, conferences, Think-Pair-Share (TPS), Prompted Questions, compare and contrast, interviews, questioning (Who- What- Where- When- Why- How (5W's + How), I wonder ..., Did you know? ...,), Before and After, Then and Now, Know-Want to Know-What I Learned (KWL), Know-Want to Know-Learned (KWL +), response journals, learning logs, posters,.....

identifying question, deleting unimportant information, recording related ideas and examples, ...

May say: "We need information about other communities. This book is about our community, so we won't need that information."

3.3.3 b. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

3.3.3 c. **Begins to recognize when more information is needed**

conversations, brainstorming sessions, think alouds, sharing circles, conferences, Think-Pair-Share (TPS), compare and contrast, interviews, questioning (Who- What- Where- When- Why- How (5W's + How), I wonder ..., Did you know? ...,), Before and After, Then and Now, Know-Want to Know-What I Learned (KWL), Know-Want to Know-Learned +What will I do Next? (KWL +), Know-Want to Know-Learned (KWL+), response journals, learning logs, posters, Trash-Treasure-and-Save, Peer Review, Inquiry or Research Checklist, ...

General Outcome:

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

K Specific Outcome 3.3.4

Share learning and information-gathering experiences

1 Specific Outcome 3.3.4

Recall, talk about, and record information-gathering experiences

Synthesize Information

2 Specific Outcome 3.3.4

Ask questions to reflect on inquiry or research experiences

3 Specific Outcome 3.3.4

Assess experiences, skills and knowledge gained during the inquiry or research process

General Outcome:

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Kindergarten Specific Outcome 3.3.4

Share learning and information-gathering experiences

Grade 1 Specific Outcome 3.3.4

Recall, talk about, and record information-gathering experiences

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Kindergarten the student ...

3.3.4 a. Talks about the information-gathering experience

May say: "I liked getting information from pictures." "We used the water center to figure out which things would float." "If we use the blocks we could see how bridges work."

3.3.4 b. Shares ideas and information about topics explored

May say: "When the puck goes in the net, it's a goal!"

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student ...

3.3.4 a. Talks about the successes and challenges related to the information-gathering experiences

May say: "We found out a lot more about bears when we worked with our big buddies." "It is more fun to work together, but it sure is more noisy and it takes a lot more stuff." "I like getting my facts from pictures," "When I worked with a partner, it was easier." "I found it hard to find out what owls eat." "I found it really hard to listen to the Renewable Resources Officer talk about owls, but his posters and stuffed owl helped me ..."

3.3.4 b. Talks about what was learned through new information

May say: "I learned that spiders have eight legs from this picture." "We used the water center to figure out which things would float." "If we use the blocks we could see how bridges work."

Synthesize Information

Grade 2 Specific Outcome 3.3.4

Ask questions to reflect on inquiry or research experiences

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student ...

3.3.4 a. *** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.*

3.3.4 b. *Begins to ask and answer questions about personal strengths and challenges to reflect on the research or inquiry process*

May say: "What did I do that worked well?"; "Next time I want to do my research differently because I found it hard to answer the questions when I had only one book to look in?"; "Where else could I have looked?"; "Who else could have helped me?"; "Which part of the project shows my best work? and Why?"; "Maybe we need to check another book."

3.3.4 c. *Begins to ask and answer questions about what was learned in new information*

May say, "On my KWL chart, I wrote that I learned that ..., but I am still wondering ..."

Grade 3 Specific Outcome 3.3.4

Assess experiences, skills and knowledge gained during the inquiry or research process

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 3 the student ...

3.3.4 a. *Asks and answers questions about personal strengths, challenges related to the research or inquiry process*

conversations, sharing circles, sentence frames, expository talk, Think-Pair-Share (TPS), checklists, learning logs, journals, guided reflection, T-Charts, Y-Charts, process journals, inquiry self checklist, project reflection activities, self-assessment activities, self evaluation tools, ...

May say: "I am getting better at..."; "I need more practice with..."; "My best work shows up in part of my project."; "What kind of researcher am I? I need to have pictures with the information or it is hard to understand."

3.3.4 b. *Asks and answers questions about what was learned in new information*

May say, "I learned, so now I want to know why it is like that."